EDUC 302 Directed Teaching in the Secondary School  
EDUC 304 Problems and Principles of Secondary Education  
University of Michigan School of Education

Student teaching: Monday-Friday, 7:00 a.m. - 4:00 p.m.  
Seminar meetings: Tuesdays, 4:00-6:00 p.m., SEB Room 2228  
(Note: This class does not operate on Michigan Time)

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Seminar Description:  
The seminar will function as a professional workshop, providing a forum for collaboration and reflection with a community of your peers. Each week, we will gather to discuss the problems of practice you are encountering in your student-teaching placements, drawing on the concepts and frameworks introduced in your previous coursework. The centerpiece of the seminar will be student-led presentations and discussions of interesting “cases” that make the problem(s) of practice you’re working on vivid. We will also devote some time to workshopping your lessons, sharing resources, and modeling practices.

“Assignments” for 302 and 304:  
At this point, it may no longer make sense for us to describe your work in terms of “assignments” to complete. Rather, your work for this course is, simply, the authentic work of a (student) teacher -- planning and executing lessons, developing relationships with your students, participating in a professional learning community, and so on. Because our job is to support you in undertaking and mastering these tasks, we will ask you to carefully document and reflect on your efforts throughout the semester.

To that end, we propose that you create an M-Box folder and share it with the three of us. Please title the folder: [yourname]_student-teaching_portfolio. Throughout the semester, you can use this folder to collect and submit artifacts of your experience as a student-teacher, including: videos of yourself teaching, handouts you used or created, lesson plans and unit calendars, assessments you designed or adapted, reflective memos, and student work. We will distribute a list of documents that must be uploaded to your M-Box folder over the course of term, but we hope you will freely add to the folder anything that you believe captures the challenges and rewards of teaching and learning. We urge you to include not only the “highlights,” but also artifacts of those experiences -- positive or negative -- that prompted you to think critically about your practice. By the end of term, the contents of your portfolio should enable us to make the case that you are ready for certification.
Besides keeping your portfolio up-to-date, you are also expected (of course) to attend all seminar meetings and to participate actively in seminar discussions. At least once during the semester, you will present a case from your student-teaching experience and lead a brief discussion of that case. In general, we will try to keep the format of our seminar meetings flexible, so that there is plenty of time for collaborative thinking about whatever problems or issues are coming up for you.

**Readings for seminar?**
There is no formal schedule of readings for seminar. However, we might occasionally ask you to review and revisit something you’ve already read in light of your experiences in the classroom. Or we might share a short essay or resource that we think you all will find useful and engaging. Better yet, we hope that you all will begin sharing essays, news articles, blog-posts, etc. with one another, whenever you happen on something illuminating or inspiring.

**Observations of your teaching:**
Per SOE requirements, your Field Instructor will observe you teach a minimum of four times over the course of the semester. These observations should be scheduled with both your Field Instructor and Mentor teacher as far in advance as possible. The idea is for you to have opportunities to brainstorm and bounce ideas off both your FI and MT before the observation and to process the experience with both of them afterward.

During observations, we expect to see examples of the following teaching practices, in no particular order: hooking students into content, teaching with concepts, framing instruction around intellectual problems, scaffolding of reading comprehension, meaningful small group learning, student discussion, and evidence-based historical inquiry. Each lesson may include some of these practices, but not others; conversely, you may have one stellar lesson that includes all of these components. After each observation, you should add a brief reflective memo to your portfolio. The memo should discuss what you see as evidence of student learning (or evidence that students may not have learned as much as you hoped) and any modifications you might make if you taught the lesson again. The memo should also refer to specific artifacts in your portfolio, such as a video clip or student work.

**Grades:**
EDUC 302 (your field placement) is graded S/U, with the grade determined jointly by your Mentor Teacher and Field Instructor. Obviously, a grade of “Satisfactory” means that you are meeting all your professional responsibilities as a student-teacher and that your teaching itself reflects the competencies on which you’ve always been evaluated.

We are required to give you a letter-grade for EDUC 304 (the seminar). We assume that everybody will engage actively and constructively in seminar discussions and therefore earn at least an A- in the course. If for whatever reason an individual is not meeting that standard, we will let that person know and try to clarify our expectations.
Additional policies and notes:

Absences. In the event that you need to miss a school day due to illness, emergency, religious holiday, or any other reason, it is critical that you let your Mentor Teacher know as soon as you can. During the first week of the semester, please figure out how you can reach your mentor teacher in case of emergency. Second, please notify your Field Instructor before any absence from school via phone, email, or text message. Please review the Student Teaching Handbook for further information about SOE absence policies while student teaching. Likewise, if you must miss seminar, let us know as soon as possible so that we can make alternative arrangements for you to benefit from the discussion.

Grand Rounds. Please plan to attend Grand Rounds on February 20 and March 20. These sessions will run from 4:00-6:00 pm in the Whitney Auditorium (SEB 1309). If you are unable to attend a scheduled Grand Rounds meeting, you will need to obtain a video recording of the event from the Rounds Project office (SEB 4003).

Plagiarism. Collaboration between peers and the sharing of ideas and materials is common in the field of education and is encouraged by faculty here in the teacher education program. As you know, you must give appropriate credit whenever you are borrowing or building on someone else’s work. Failing to acknowledge one’s sources or taking credit for someone else’s work constitutes plagiarism and will result in appropriate disciplinary action according to University protocol.

Video Recording. We strongly encourage you to routinely record your teaching. In fact, unless prohibited by the policies of your host school or district, we assume you will upload at least one video from each week in which you are teaching. Many of you have phones and computers that record video. You could also check out video equipment from the Brandon Center. In any case, as soon as possible, you should distribute the SOE’s approved notification letter in all your classes, informing students and their parents of your intent to video-tape the class for educational purposes and giving them the opportunity to opt out. We will make an electronic copy of the letter available to you through the CTools site.